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ABSTRACT

This project continued a 2-year project that had focused on development and implementation of training in content areas needed by staff from ABLE (Adult Basic and Literacy Education)-funded agencies in Pennsylvania. The project continued to coordinate the review and selection of training materials for professional development in designated content areas. The project also continued to coordinate closely with the regional Professional Development Centers in the state to train new trainers and support new and experienced trainers in the delivery of new and existing content modules. Existing modules, pilot-tested during the previous project year, were refined according to feedback from trainers. A research-based guide for literacy practitioners serving adults with learning disabilities was reviewed by content experts and components were recommended for addition to the module training offerings. Four new modules, focusing on adults with learning disabilities and test instruments, were developed. Training was offered to assist ABLE-funded agencies to make informed choices about assessment instruments. The project trained 24 trainers to deliver the four new modules, as well as three of the original five modules. A total of 1,065 participants attended 85 module trainings throughout the state. The project recommended that, in future years, project efforts should focus on institutionalizing these training systems, while allowing them to evolve to meet the needs of trainers in the field. (A review of modules is appended.) (KC)

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ED 439 244

# Training Development and Implementation
# Final Report

Carol Molek, Project Director
Project Coordinators:
Lori Forlizzi, Suzanne Fisher and Dehra Shafer
TIU Adult Education and Job Training Center

Fiscal Year 1998-1999

Grantee: TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 North
Lewistown, PA 17044
717-248-4942

Federal Funding: $133,868
Project Number: 99-99-9016

CE 079 852

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## ABSTRACT

**Project Number:** 99-99-9016

**Grant Recipient:** TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR 103 North
Lewistown, PA 17044

**Project Name** Training Development and Implementation

**Grant Allocation:** $133,868
**Project Period:** From 7/1/98 to 6/30/99
**Project Director:** Carol Molek

**Project Purpose**: The purpose of the project was to continue a two-year project that had focused on development and implementation of training in content areas needed by staff from ABLE-funded agencies. The project continued to coordinate the review and selection of training materials for professional development in designated content areas. The project also continued to coordinate closely with the regional Professional Development Centers in training new trainers and supporting new and experienced trainers in the delivery of new and existing content modules. The target audience was the trainers who have been trained in content area modules to then deliver training to the field. Ultimately, all practitioners in the state will have benefited.

**Project Outcomes:** Existing modules, pilot tested during the previous project year, were refined based on feedback from trainers. "Bridges to Practice," a research-based guide for literacy practitioners serving adults with learning disabilities, was reviewed by Pennsylvania content experts and components were recommended for addition to the menu of module training offerings. Comprehensive Adult Student Assessment System (CASAS) training was offered under this grant to assist ABLE-funded agencies in making informed choices about assessment instruments. The trainer support component of the module training effort was strengthened through meetings with, and observations of trainers delivering the module training. Train-the-Trainer content was revised to include the opportunity for each new trainer to practice training skills through delivering a 5-10 minute presentation. Twenty new trainers were trained in two workshops to deliver the new modules: Adults with Learning Differences, Communicative ESL, BEST and ESL Assessment.

**Impact**: This project built upon two successful years of training development and implementation. Twenty-four trainers were trained to deliver the 4 new modules as well as 3 of the original 5 modules. Seventeen of those trainers (71%) delivered their modules at least once. One thousand sixty-five (1065) participants attended 85 module trainings that were offered throughout the state during the project year; average attendance per session was 12.

**Products**: The products of the project are new and/or revised versions of training modules and a final report that summarizes project activities.

**Products Available From:** PA Dept. of Education's AdvancE State Literacy Resource Center.

**Project Continuation and/or Future Implications**: This project has set up systems for revising and adopting standard, high-quality training modules and for selecting, training and supporting module trainers to deliver the training. In future years, project efforts should focus on institutionalizing these systems while allowing them to evolve to meet the needs of the field.

**Conclusions/Recommendations:** Continued cooperation among the ABLE Bureau, the PDC's and project staff is crucial to keep the statewide systems for module development, revision, and training implementation functioning effectively. Structures should be set up to ensure review of modules, increased support to trainers and revised Train-the-Trainer content that includes "Presentation Skills."

# Introduction

## Purpose and Objectives

"Training Development and Implementation" addressed the Bureau of Adult Basic and Literacy Education (ABLE) 353 priority B. 1. - Professional Development: Training development and Implementation in Core Content Areas. The purpose of the project was to coordinate the review and selection of training materials for professional development in designated content areas and identify and train trainers to implement module training. Project staff also continued to develop capacity in the field building on the first two years of training development and implementation including refinement of existing modules and support to trainers already trained. Project objectives were:

- to refine current modules reflecting first year piloting experiences;
- to consider adoption of new training modules from other states;
- to continue support for current trainers through additional training meetings, on site observations, and on-line contact with the training network;
- to refine train the trainer content;
- to train new trainers two times during the project year.

## Rationale and Background of the Project

This project built upon two successful years of training development and implementation. One focus of the year's activity was to implement a system for quality control of the training being delivered for the modules developed during the past two years. An area that had been found lacking in the project during 1997-98 was the chance to make on-site visits to trainers during their delivery of training. This aspect had not been built into the project the previous year and had been impossible to do within the confines of that project. Although project staff were not able to complete as many visits in 1998-99 as originally targeted, the six field trips that were made were an

important first step in providing feedback to trainers, evaluating the current system, and monitoring quality control.

A second area of activity, continued from the 1997-98 project, was adding new training to the menu of training options for the field and getting new trainers trained. In response to the need for basic training for new or inexperienced ESL instructors, one new training module, "Communicative ESL," was adopted from outside the state, from the Northwest Regional Literacy Resource Center in Oregon. "Adults with Learning Differences," based on the work of Richard Cooper, Ph.D., of the Center for Alternative Learning, was also introduced and trainers were trained. The rationale for this module was to package his training in these areas so that other trainers could deliver it, thus freeing his time to deliver more advanced training. The other development work in this project year were addendums to the Assessment Module. The ABLE Bureau and project staff had determined a need for more detailed information on two standardized tests, the Basic English Skills Test (BEST) and the Test of Adult Basic Education (TABE) and on ESL assessment in general. Therefore, three short modules (2-3.5 hours in length) were introduced and trainers trained in this content as well.

**Project Time Frame**

All project activities occurred between July 1, 1998 and June 30, 1998. During the first quarter of the project year, content for the Train-the-Trainer workshop was refined. Also, trainers were recruited and selected in cooperation with the Professional Development Centers (PDC's). During the second quarter two training sessions for trainers of the new modules were held. During the last six months of the project, the new modules were scheduled and delivered throughout the PDC regions, current trainers had a face-to-face meeting with their lead trainers at the Adult Education Midwinter Conference to provide feedback for refining the first five modules, and on-site observations of trainers were conducted by project staff. The first five modules were also scheduled and delivered throughout the project year.

**Project Staff and Key Personnel**

Project staff included: Carol Molek, Project Director; Sheree Goss, Operations Manager; Lori Forlizzi, Trainer/Training Developer; Suzanne Fisher, Trainer/Training Developer; and Dehra Shafer, Training Projects Coordinator. Each assumed various aspects of project coordination. These individuals together formed the team that was responsible for the coordination and operation of the project. Forlizzi also served as Lead Trainer for the new Assessment modules. Other individuals not on the TIU adult education staff served as Lead Trainers for the other two new modules.

Carol Molek directed all aspects of the project. She worked closely with staff of the ABLE Bureau and staff of the regional PDC's to keep them informed of project activities, to gather their input, and establish guidelines for the evolving system of delivery of the module training through the PDC's. She has over 15 years experience in directing adult programs for the Tuscarora Intermediate Unit and in developing and implementing special projects for the PA Department of Education. In addition, she is the Director of the South Central Professional Development Center.

Lori Forlizzi, Ph.D., coordinated review and consideration of existing training materials, worked with module authors as they developed materials, authored the new Assessment modules, reviewed and edited drafts of modules under development, and coordinated production of modules. She also did much of the refinement of the Train-the-Trainer session and trained and supported trainers this year. She facilitated a focus group at the PA Adult Education Midwinter Conference that reviewed the Assessment module for which she is the Lead Trainer and conducted on-site observations of trainers. She has worked in the field of adult education for 13 years on a variety of research, curriculum development, and staff development projects and holds a doctorate in educational psychology.

Suzanne Fisher completed portions of the Train-the-Trainer session revisions and trained and supported trainers. She facilitated two focus groups at the PA Adult Education Midwinter Conference that reviewed the Case Management module and Cooperative Learning module for which she is the Lead Trainer and did on-site observations of trainers. She also coordinated the

selection of trainers and logistics of the first Train-the-Trainers session held November 2, 1998. She has over 15 years experience as a presenter and trainer and has been involved with the operation of the TIU multi-faceted adult education program for the past 10 years.

Dehra Shafer joined the project team in October 1998. She coordinated the selection of trainers and logistics for the second Train-the-Trainer session held November 24, 1998. She facilitated two focus groups at Midwinter Conference that reviewed the Math As Problem Solving and Multi-level ESL modules, and she conducted on-site observations of trainers. She has worked in the field of adult education for over 20 years with 6 years experience in adult basic and literacy education including writing grants and managing 353 projects for Penn State Public Broadcasting.

Sheree Goss supported all staff in the implementation of this project. She has been the management information system coordinator for all the ABLE-sponsored programs at TIU Adult Education and Job Training Center and is the operations coordinator for the regional professional development center.

**Audience for this Report**

The audience for this report primarily includes the staff of the ABLE Bureau, PDC staff, and staff of ABLE-funded programs. The report also would be of interest to anyone who is considering undertaking a similar effort or any individuals interested in the activities of the project.

**Project Dissemination**

Copies of this report are filed permanently at the following locations:

1) PA Department of Education
Bureau of Adult Basic and Literacy Education
333 Market Street, 12th floor
Harrisburg PA 17126-0333

2) AdvancE State Literacy Resource Center
PDE Resource Center
333 Market Street, 11th floor
Harrisburg PA 17126-0333
Phone: 717-783-9192

## Report

### Statement of the Problem

This project continued the work of two years of successful training development and implementation. The goal continued to be designing a system for the deliver of a set of high-quality, standardized training modules in needed content areas through the state's regional PDC's. Thus, module training has continued to be integrated into the existing system of professional development in the state. Working in partnership with the regional PDC's, this project continued to provide an avenue for consistent delivery of standard training on topics critical to Pennsylvania's adult educators.

### Goals and Objectives

The goal of the Training Development and Implementation project was to continue the development and implementation of a quality, statewide training system. Objectives were:

- to refine current modules reflecting first year piloting experiences;
- to consider adoption of new training modules from other states;
- to continue support for current trainers through additional training meetings, on site observations, and on-line contact with the training network;
- to refine train the trainer content;
- to train new trainers two times during the project year.

### Procedures

The following section describes the procedures employed to achieve objectives.

The process for refining current modules was that project staff and other lead trainers met with trainers at the annual PA Adult Education Midwinter Conference to solicit their feedback about the content of the modules and the training activities of the modules. All trainers for each module were invited to attend. Trainers who were unable to attend the meeting at the PAACE conference were contacted by trainers the week after the conference and asked to provide their input regarding

their module and their experiences with it. Results of these meetings and surveys were summarized and are included in Appendix A.

In considering adoption of new training materials, project staff searched for existing training packages that could be adopted or adapted for use in Pennsylvania. Any materials to be considered were reviewed by ABLE Bureau staff. Final decisions were made as a result of discussions between project staff and ABLE Bureau staff.

The process for supporting current trainers was two-part and included new procedures. First, project staff held a meeting of trainers at the annual PA Adult Education Midwinter Conference to provide trainers with an arena to discuss issues of concern to them. Second, project staff made on-site observations of six selected trainers to observe how training was occurring. Following each session, trainers were given feedback either orally or in writing.

The content of the Train-the-Trainer session was revised by Lori Forlizzi and Suzanne Fisher. To do so, they reviewed the evaluations from the 1997-98 sessions and solicited feedback from other lead trainers and ABLE Bureau staff.

The selection procedure for trainers was also revised. In addition to emphasizing a knowledge base, it now includes a process for recruiting and selecting trainers in close cooperation with the PDC's.

**Objectives Met**

The following section describes the outcomes for each objective and how each objective was achieved.

- **To refine current modules reflecting first year piloting experiences.**

Project staff and other lead trainers met with trainers at the annual PA Adult Education Midwinter Conference to solicit their feedback about the content and methods employed in the first five modules developed and implemented. Those modules are Assessment, Case Management, Cooperative Learning, Math As Problem Solving, and Multi-Level ESL. The results of the focus groups are summarized in Appendix A. For modules created by the project, lead trainers are creating "errata" sheets to be added to modules with corrections/additions that can be made to the

modules. For modules adopted from the Northwest Regional Literacy Resource Center, corrections and recommended changes are being sent to the Center; by contractual agreement, we cannot change these modules.

- **To consider adoption of new training modules from other states.**

New materials recommended for adoption for use in Pennsylvania during this project year were "Bridges to Practice," a research-based guide for literacy practitioners serving adults with learning disabilities. "Bridges to Practice" was a project of the National Adult Literacy and Learning Disabilities Center which was funded by the National Institute for Literacy. Five representatives from Pennsylvania attended training sponsored by the National Center in February and April 1999. Those attending were: Helen Hall, ABLE Bureau; Bootsie Barbour, Northwest PDC; and Esther Bratton, Lori Forlizzi and Dehra Shafer, TIU Adult Education and Job Training Center. Following their participation in training, a "Learning Differences Continuum" task force was formed. In addition to the five who attended the training, it included Richard Cooper and other practitioners in the state with expertise in learning disabilities. The task force met twice during the last half of the project year to consider adoption of the "Bridges to Practice" materials as well as other issues related to serving adults with learning disabilities. The group recommended that Books 3 and 4 of the Bridges materials be utilized in the state to supplement the instructional workshops offered by Dr. Cooper. The topics covered in these two books are "The Planning Process" and "The Teaching/Learning Process." Therefore, during 1999-00, members of the Pennsylvania team who attended the national training will train one or two trainers per region and provide materials for up to twenty practitioners to be trained.

Under this objective project staff also initiated the next steps in providing support for those programs adopting the Comprehensive Adult Student Assessment System (CASAS). Project staff worked with the national CASAS trainer, Linda Taylor, to plan for building an in-state support system for those already using CASAS as well as for programs considering this assessment system. At a meeting with ABLE Bureau staff on March 24, 1999, four goals for building CASAS capacity in Pennsylvania were developed:

1. Provide information to ABLE-funded programs so staff can make informed choices about assessment instruments and systems to use with their adult learners;
2. Provide information so that staff of ABLE-funded programs are knowledgeable about the CASAS to Work Keys Assessment "ladder";
3. Create a network of pilot programs in Pennsylvania to provide support for programs wanting to implement CASAS;
4. Build in-state support for CASAS through recruitment of trainers.

In support of meeting these goals, Initial Implementation Training (IIT) was offered twice. Thirty-two people attended IIT on January 20, 1999, in Camp Hill and 23 people attended IIT on March 23, 1999, in Gibsonia. Advanced IIT training also was offered on March 25, 1999, in Nanticoke; 20 people attended.

Recruitment and training of CASAS trainers also was a major initiative during this project year. Lori Forlizzi progressed toward becoming a state-level trainer. She assisted the national trainer at the January IIT training session and was the lead trainer, under the supervision of the national trainer, at the Gibsonia training session. Also, by the end of the project year, at least one trainer from each PDC was recruited, and these eight people attended the CASAS Summer Institute in San Diego CA, June 14-17, 1999.

- **To continue support for current trainers through additional training meetings, on site observations, and on-line contact with the training network.**

Developing a comprehensive system for providing trainer support was a major component of this project. Much had been accomplished in the first two years as far as developing and beginning to implement training. This project year it was time to "step back" and figure out two things: 1) how to provide on-going feedback to trainers so they can improve the delivery of their training, and 2) how to solicit feedback from trainers about how project staff and PDC's can improve in supporting them to deliver module training.

To accomplish (1), project staff conducted six observations of trainers. Suzanne Fisher did observations of Case Management or Cooperative Learning training for which she is the lead trainer. Lori Forlizzi, lead trainer for Assessment, observed several of those training sessions. Dehra Shafer observed training for the newest module, Adults with Learning Differences. Staff approached this task as a data gathering step in the development and evolution of the providing feedback to trainers. From information gathered during spring 1999 observations, a systematic approach will be developed for observing trainers during the 1999-00 project year.

To accomplish (2), project staff had planned to ask questions of trainers about the support they had received from both project staff and the PDC's during the meetings at the annual PA Adult Education Midwinter Conference. However, trainers spent the majority of time reviewing the content and delivery methods of the modules. Efforts to collect this information via email were not successful; only two people responded. Evaluation of support provided to trainers will be a priority in 1999-00.

- **To refine train the trainer content.**

The content of the Train-the-Trainer session was revised by Lori Forlizzi and Suzanne Fisher. The primary change was the addition of having each new trainers make a 5-10 minute presentation on a topic related to the module content. Participants were given guidelines ahead of time about what project staff would be looking for in their presentations (see Appendix B). Following all presentations, feedback was provided to an entire group of trainers. Because trainers had not previously attended a training session specifically on presentation skills, project staff felt that it was premature to give individual feedback in a group setting. However, based on these experiences, project staff will be developing and offering a workshop on "Presentation Skills" during 1999-00.

- **To train new trainers two times during the project year.**

Two Train-the-Trainers sessions were held in November 1998. The goal was to ensure that each PDC has at least one trainer for all modules, for the original five as well as new ones.

Trainers for the BEST test and ESL Assessment were trained on November 2, 1999. Susan Finn Miller, Lancaster-Lebanon Intermediate Unit 13, served as the lead trainer.

Trainers for Adults with Learning Differences, Communicative ESL and Assessment were trained on November 24, 1999. Richard Gacka, Ph.D., Northwest PDC, served as the lead trainer for Adults with Learning Differences; Susan Finn Miller served as the lead trainer for Communicative ESL; Lori Forlizzi, served as the lead trainer for Assessment.

Lead trainers also trained individuals in Math As Problem Solving and Case Management. Ellen McDevitt, Workforce Development Partners, was lead trainer for Math As Problem Solving; Suzanne Fisher was lead trainer for Case Management.

The numbers of trainers trained during 1998-99 are as follows:

BEST - 5

ESL Assessment - 5

Adults with Learning Differences - 9

Communicative ESL - 6

Assessment - 2

Math As Problem Solving - 1

Case Management - 1

During 1998-99, 85 module trainings were offered in all new modules as well as in the original five. Hands-on-with-TABE training also was available for the first time in 1998-99; it was offered in five of the six regions by trained Assessment trainers. Attendance for all modules was 1065 participants. A listing of module trainings by PDC region with totals for each module is included in Appendix C.

**Evaluation Instruments, Techniques and Results**

Evaluation of project components is an on-going process. Project staff sought input from both trainers and trainees through 1) evaluation forms distributed to trainers at the Train-the Trainer workshop and to trainees at each final session of module training; 2) interviews with trainers during the meetings at the annual PA Adult Education Midwinter Conference; and 3) surveys of

trainers who could not attend the meetings at Midwinter Conference. A copy of the letter and survey questions used at Midwinter Conference are included in Appendix D.

Results of the evaluations from the Train-the-Trainer workshop were the catalyst that led to the decision to offer "Presentation Skills" training during 1999-00. Results of the trainee evaluations are forwarded to each lead trainer so that they can compile data for recommendations for changes in module content and delivery. Results from the interviews with trainers at Midwinter Conference and from the surveys to those who could not be at Midwinter Conference are included in Appendix A.

**Dissemination**

Dissemination of the project results will be through the Tuscarora Intermediate Unit's Adult Education and Job Training Center, ABLE Professional Development Centers, and the PA Department of Education's AdvancE State Literacy Resource Center.

## Conclusions and Recommendations

The Training Development and Implementation project has accomplished much during the past three years. Eleven modules have been adopted and/or developed to provide consistent, quality professional development for adult basic and literacy education practitioners. Forty-eight trainers have been trained and are qualified to delivery these modules. One hundred thirty-seven module trainings were completed throughout the state during this time. The first five modules implemented also have been reviewed by trainers and recommendations made for revisions. Finally, a rudimentary system has been put in place to provide continuing support for trainers by project staff and the PDC's through meetings of trainers and on-site observations of training.

In future years, continued cooperation among the ABLE Bureau, the PDC's and project staff is crucial to keep the statewide systems for module development, revision, and training implementation functioning effectively. Project staff will need to focus their efforts on institutionalizing these systems while allowing them to evolve to accommodate new module development and the training of new trainers. Structures should be set up for several purposes. First, project staff, in cooperation with the ABLE Bureau, should establish a procedure to ensure

periodic review of existing modules and to conduct research on potential new modules. Second, a system that provides greater support to trainers should be set up that includes additional phone support from lead trainers and on-line communication via email and/or a listserv. Third, "Presentation Skills" should be, and will be added to the Train-the-Trainer content. Lastly, project staff and PDC staff need to work in partnership to identify and screen potential new trainers to ensure that every region continues to have at least one trainer trained to deliver each module.

# Appendix A

## Summary of Review of Modules

## Summary of Review of Modules

### Assessment

Four of nine active assessment trainers who had delivered the module during the first year that it was offered met to discuss the module, their experiences with it, and reactions to it. All feedback received from the assessment trainers before, at, and since the PAACE meeting has been consistent. Overall, trainer responses to the module have been extremely positive. For the most part, the activities and the timing of the module reportedly work well. Not surprisingly, the times for the activities vary with the size of the group and the discussions of the participants. Most discussion and requests for assistance from trainers have focused on questions regarding particular instruments and using them correctly, or questions about how to work with the needs of particular groups (for example, what does the trainer do when participants are reluctant to engage in role plays?). Based on feedback from the trainers, the following adjustments are currently planned for the module:

1. In Activity 2B, Hands on with Five Assessments, allow participants two options: to get a broad overview of an assessment tool by using the Assessment Selection Checklist introduced earlier in the training (appropriate in cases where participants are totally unfamiliar with the tool) or to get a more in-depth look at the tool through use of the worksheets (appropriate for those who are using the particular tool and want to gain a greater familiarity with it); also, provide cost information on the assessments for participants;
2. In Activity 3B, Communicating Assessment Results to Students, allow participants to break into small groups to do the role plays if participants are reluctant to do the role plays before a large group. The lead trainer will continue to work with trainers as needed to respond to questions and develop their content knowledge related to the module.

**Case Management**

Three Case Management trainers made the following recommendations:

1. Add a confidentiality component.
2. Provide additional examples of good case notes in day 2.

Consolidate evaluations. There are too many to complete.

**Cooperative Learning**

Five Cooperative Learning trainers made the following recommendations:

1. Attend a Cooperative Learning training prior to delivering it.
2. Consider offering delivery options. The current format is two, six-hour days, but offering three, four-hour days should be an option for trainers. Sessions are intense for both trainer and participants.
3. Emphasize the room requirements that are necessary for successful training when training trainers. Participants should have room to get up and move about.
4. Give readings between sessions 1 and 2 instead of assigning pre-readings.
5. In the T chart activity on Day 1, modify it to identify the activities as structures, methods, etc., not as categories.
6. The Calvin and Hobbs overhead cartoon is difficult to see; it is too dark. Contact the Northwest Regional Literacy Resource Center for a better copy.
7. Streamline evaluations. There are too many to complete.

**Math as Problem Solving**

Four trainers provided the following feedback. There was some general frustration in two areas with this module. First, some trainees who teach the GED math test are frustrated by the training when they try to make a connection between the module training and preparing people to the GED math test. Second, it is hard to learn how the module "works." However, they noted that "once you've got it, it's an 'ah ha!' Then it's O.K. Now it makes sense." They suggested that Activities Instruction Sheets be color coded with corresponding activities later in each section.

Trainers also noted that there are no objectives listed for any section. They would like to see a page of objectives added for each section. Trainers also made the specific, following recommendations or noted corrections to be made:

1. On pg. x, information is needed on where to get catalogs; lead trainer will send it to trainers.
2. On pg. 9, expand the calculator activity and provide correct, current information about how to get the calculators from Texas Instruments.
3. On pg. 10, T-14 and T-15 in the text should be T-15 and T-16.
4. On pg. 11, T-18 is also H-10; T-17 should be added to the handout packet for session #1.
5. On pg. 14, the activity takes longer than 20 minutes if you do the activities on H-12 and H-13 so that they make a difference. Length of time also depends on how many people/groups you have in a training session.
6. On pg. 16, the "autobiography" activity needs more time. Participants resist it, but discussions yield rich material for learning how our students feel.
7. On pg. 19, the script needs to start with real emphasis on concrete-representational-abstract progression of lessons, perhaps an overhead of the three points with examples. Also stress that the instructor needs to make the connections between concrete-representational-abstract parts of the lesson or students will not make them. Also stress that students have to be given time to explain themselves. It is the reflection/ explanation part that is so powerful here. Also, the activity could use an overhead with directions for this section.
8. On pg. 22, by this time everyone is so tired they really do not want to do another activity. Trainers suggested moving it, but acknowledged they were not sure if that were possible.
9. On pg. 23, trainers noted that they do not have the video. However, it is not missed. They also noted that the post card "thing" does not mean much to participants.

Trainers suggestions for the activities pages were the following:

1. In A-1 and A-3, trainers need a sheet of directions for these activities.
2. A-4 is incorrect. It needs to be replaced with the original from SPACES.
3. In A-49, the directions should specify making two copies of A-49, A-50, A-51. One set should be with the rest of the packet and one set should be separate to use with the activity.
4. In A-53, change name to Adult Numeracy Network ANN; also the newsletter is no longer a quarterly publication but is only published 3 times a year.

The trainers also recommended that the handouts be grouped differently. The current organization is confusing.

1. Put H-1 through H-11 plus T-17 at the start of session #1.
2. Put A-1 through A-48 at the end of session #1. (Be sure corrected page is substituted for A-4.)
3. Put H-12 through H-18 at the start of session #2.
4. Put A-49 through A-64 at the conclusion of the training (with double copies of A-49,50,51).

**Multi-level ESL**

The five trainers who provided feedback agreed that this is an excellent module for both new and experienced teachers. Their overall recommendations were as follows:

1. The appropriate order is to offer Communicative ESL module training first (for new teachers) followed by Multi-level ESL module training.
2. Promotional materials need to do a better job of articulating what the module content is and who the audience for training is.
3. There was agreement that it is a very active module (positive) but there are too many small group activities on first day. The suggestion is to do large group activities instead of regrouping into new, small groups.
4. They agreed that it is extremely helpful to have a trainer who is proficient in Spanish.

Recommendations for specific activities were as follows:

1. Activity #3 is a good activity for training because it models getting people into groups for cooperative learning. However, it may not be a good first activity for classes because of potential for embarrassing students.
2. In Activity #6, "Jigsaw" a new concept and an eye opener. It should be promoted as a helpful activity for teachers to use when students are not getting along because it can help get them to work together.
3. Trainers expressed concern about Activities #7 & #8 because they think they may be perceived by trainees as too simple or silly.
4. In Activity #12, trainers and trainees had the most problems with the Sample Lesson Plan. Trainers felt the activity was not well explained, that it was difficult for trainees to do because learners and the setting were hypothetical. However, they also noted that it does get trainees thinking ahead and planning. They suggested having trainees work in pairs (pairing a new teacher and an experienced teacher) and ask the experienced teacher to "think aloud" and model the planning process for the new trainee. Also suggest having trainees plan lessons plan for their real classes.

## Appendix B

## Train the Trainer Preparation Sheet

# Train the Trainer Preparation Sheet

Please come to the Train the Trainer Session prepared to **do a 10 minute mini training demonstration**:

* Assume that the audience is similar to that you would encounter in your module training sessions (i.e., program instructors, tutors, or administrators);
* Plan for about 5 participants;
* The content should reflect your prior knowledge of the module topic area (you may deliver a piece of the module but you do not have to choose a piece from the module)

Lead trainers will be looking for you to do the following in your 10 minute training presentation:

* Communicate purpose/objective
* Present new information clearly
* Maintain enthusiasm

The following activities are desirable, but optional, given that you have only 10 minutes for your presentation:

* Provide opportunity for active participation by group members
* Bring out information from the group during discussion
* Respond to and answer participant questions

## Appendix C

## Module Training Schedule 98-99

| | | | Module Training Schedule 98-99 (revised 7/14/99) | | |
|---|---|---|---|---|---|
| **Module** | | | **Time** | **Location** | **Presenter** |
| **Case Management** | | | | | |
| Northwest PDC | 10 | 6/15/98 | 10:00-3:00 | Chamber of Commerce, | Barbara Mooney |
| | | 6/26/98 | 10:00-3:00 | 138 W Wahsington Street, New Castle | |
| | | 7/9/98 | 10:00-3:00 | (lunch included) | |
| Southeast PDC | 7 | 9/24/98 | 10:00-3:00 | Delaware County Even Start, Media PA | Ilsa Powell Diller |
| NOT OPEN | | 10/1/98 | 10:00-3:00 | Lunch provided | |
| AGENCY SPECIFIC | | 10/16/98 | 10:00-3:00 | | |
| NWPDC | 15 | 10/13/98 | 5:00-9:00 | Midwestern IU 4 in Grove City | Mary Harrison |
| | | 11/3/98 | 5:00-9:00 | (refreshments) | |
| | | 11/16/98 | 5:00-9:00 | | |
| SCPDC | 12 | 11/5/98 | 9:00-2:00 | Hispanic American Center, Harrisburg | Suzanne Fisher |
| | | 11/19/98 | 9:00-2:00 | (lunch included) | |
| | | 12/3/98 | 9:00-2:00 | | |
| SWPDC | 10 | 11/20/98 | 10:00-3:00 | Somerset County Technical Center | Barbara Mooney |
| | | 12/9/98 | 10:00-3:00 | (lunch included) | |
| | | 1/12/99 | 10:00-3:00 | | |
| SWPDC | 16 | 3/5/99 | | GPLC Main Office Pittsburgh | Judith Aaronson |
| | | 3/26/99 | | | |
| | | 4/9/99 | | | |
| NWPDC | 23 | 12/14/98 | 12:00-3:30 | GECAC Learning Center, Erie | Ellen McDevitt |
| | | 1/25/99 | 12:00-3:30 | | |
| | | 2/18/99 | 12:00-3:30 | | |

| | | | | | |
|---|---|---|---|---|---|
| NWPDC | 9 | 12/14/98 | 4:30-8:00 | Dr. Gertrude Barber Center, Erie | Ellen McDevitt |
| | | 1/25/99 | 4:30-8:00 | | |
| | | 2/18/99 | 4:30-8:00 | | |
| PHILPDC | 5 | 2/27/99 | 9:00-1:00 | MCOL | Justine Hamilton & Vera Leister |
| | | 3/13/99 | 9:00-1:00 | | |
| | | 3/27/99 | 9:00-1:00 | | |
| **Total** | 107 | | | | |
| **Assessment** | | | | | |
| SWPDC | 18 | 11/13/98 | 10:00-3:00 | PIC Greensburg | Ellen McDevitt |
| | | 11/24/98 | 10:00-3:00 | | |
| | | 12/11/98 | 10:00-3:00 | | |
| SEPDC | 7 | 7/8/98 | 10:00-3:00 | Northampton Community College | Susan Finn Miller and Linda Wolfson |
| | | 7/22/98 | 10:00-3:00 | lunch included | |
| | | 8/5/98 | 10:00-3:00 | | |
| SWPDC | 8 | 6/26/98 | 10:00-3:00 | Bidwell Training Center | Sue Evans and Michelle Joyce |
| | | 7/10/98 | 10:00-3:00 | | |
| | | 7/24/98 | 10:00-3:00 | | |
| SCPDC | 12 | 10/12/98 | 10:00-3:00 | Diocesan Center, Harrisburg | Lori Forlizzi |
| | | 10/26/98 | 10:00-3:00 | (lunch included) | |
| | | 11/16/98 | 10:00-3:00 | | |
| SCPDC | 14 | 10/27/98 | 10:00-3:00 | HACC | Lori Forlizzi |
| | | 11/17/98 | 10:00-3:00 | (lunch included) | |
| | | 12/8/98 | 10:00-3:00 | | |
| CNEPDC | 10 | 11/13/98 | 9:00-4:00 | TBA, Williamsport | Suzanne Webster |
| | | 12/4/98 | 9:00-4:00 | | |
| SWPDC | 6 | 11/23/98 | | PIC Greensburg | Sue Evens and |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 12/21/98 | | | | | Michelle Joyce | |
| | | 1/11/99 | | | | | | |
| NWPDC | 14 | 7/29/98 | 9:00-2:00 | Saegertown High School | | | Ellen McDevitt | |
| | | 8/12/98 | 9:00-2:00 | (lunch included) | | | | |
| | | 8/25/98 | 9:00-2:00 | | | | | |
| NWPDC | 17 | 10/2/98 | 9:00-2:00 | ARIN IU 28 in Indiana | | | Ellen McDevitt | |
| | | 10/23/98 | 9:00-2:00 | (lunch included) | | | | |
| | | 11/12/98 | 9:00-2:00 | | | | | |
| PHILPDC | 4 | 10/17/98 | 12:30-4:30 | MCOL, Municipal Services Bldg | | | Suzanne Felix | |
| | | 11/14/98 | 12:30-4:30 | 16th Floor Room D | | | | |
| | | 12/12/98 | 12:30-4:30 | | | | | |
| SEPDC(EQUAL | 10 | 10/29/98 | 10:00-3:00 | Chester County IU | | | Susan Finn Miller & Linda Wolfson | |
| | | 11/19/98 | | (lunch included) | | | | |
| | | 12/17/98 | | | | | | |
| NWPDC | 10 | 11/3/98 | 10:00-3:00 | North Coast School, Erie | | | Ellen McDevitt | |
| | | 11/19/98 | 10:00-3:00 | | | | | |
| | | 12/3/98 | 10:00-3:00 | | | | | |
| PHILPDC | 16 | 3/12/99 | 12:30-4:30 | MCOL | | | Kevin Brady | |
| | | 3/19/99 | 12:30-4:30 | | | | | |
| | | 4/16/99 | 12:30-4:30 | | | | | |
| SWPDC | 10 | 4/23/99 | 10:00-3:00 | IU #1 Coal Center | | | Judith Aaronson | |
| | | 5/5/99 | 10:00-3:00 | | | | | |
| | | 5/21/99 | 10:00-3:00 | | | | | |
| CNEPDC | 7 | 4/23/99 | 9:00-3:30 | Marywood University, Scranton | | | Suzanne Webster | |
| | | 5/7/99 | 9:00-3:30 | | | | | |
| PHILPDC | 9 | 5/15/99 | 9:00-1:00 | MSB Bldg 1401 JFK Blvd | | | Suzanne Felix | |
| | | 0612/99 | 9:00-1:00 | (10th Floor Suite 1040, Resource Room) | | | | |
| | | 6/19/99 | 9:00-1:00 | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| NWPDC | 9 | 3/26/99 | 10:00-3:00 | Franklin Club | | | Ellen McDevitt | |
| | | 4/9/99 | 10:00-3:00 | Franklin | | | | |
| | | 4/30/99 | 10:00-3:00 | | | | | |
| NWPDC | 20 | 4/14/99 | 10:00-3:00 | Community College Beaver County, Monaca | | | Ellen McDevitt | |
| | | 4/28/99 | 10:00-3:00 | | | | | |
| | | 5/12/99 | 10:00-3:00 | | | | | |
| SWPDC | 13 | 7/9/99 | | Goodwill Ind. Of Pittsburg | | | Judith Aaronson | |
| | | 7/23/99 | | | | | | |
| Total | 214 | | | | | | | |
| **Math as Problem Solving** | | | | | | | | |
| SCPDC | 9 | 9/11/98 | 9:00-3:00 | Mifflin County Courthouse, Lewistown Room | | | Sara Plantz | |
| | | 10/9/98 | 9:00-3:00 | (lunch included) | | | | |
| CNEPDC | 2 | 6/23/98 | | Montrose | | | Amy Wilson | |
| | | 8/4/98 | | | | | | |
| SWPDC | 12 | 8/7/98 | 9:00-3:00 | WPALRC | | | Shirley Derbis | |
| | | 8/28/98 | 9:00-3:00 | | | | | |
| NWPDC | 14 | 10/7/98 | 9:00-3:00 | Chamber of Commerce in New Castle | | | Ellen McDevitt | |
| | | 11/17/98 | 9:00-3:00 | (lunch included) | | | | |
| SWPDC | 9 | 4/16/99 | 9:00-3:00 | Main Office of GPLC | | | Ellen McDevitt | |
| | | 5/14/99 | 9:00-3:00 | | | | | |
| SEPDC | 8 | 3/19/99 | 10:00-4:00 | LLIU 13 Commerce Drive, Lancaster | | | Trish Link | |
| | | 4/9/99 | 10:00-4:00 | (lunch provided) | | | | |
| NWPDC | 11 | 6/7/99 | 9:00-3:00 | ARIN IU 28, Indiana | | | Ellen McDevitt | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 6/21/99 | 9:00-3:00 | | | | | |
| CNEPDC | 4 | 5/12/99 | | Luzerne Co. Comm. College | | | Amy Wilson | |
| | | 6/4/99 | | | | | | |
| **Total** | 69 | | | | | | | |
| **Multi Level ESL** | | | | | | | | |
| Southeast PDC | 10 | 6/20/98 | 9:00-4:00 | La Comunidad Hispana, Kennett Square | | | Susan Finn Miller | |
| | | 7/11/98 | 9:00-4:00 | (lunch included) | | | | |
| SWPDC | 9 | 9/11/98 | 9:00-4:00 | LaRoche College | | | Hedy Miller and Gina Oliphant | |
| | | 9/25/98 | 9:00-4:00 | | | | | |
| CNEPDC | 11 | 10/16/98 | | Williamsport School District Central | | | Ginny Malloy | |
| | | 10/30/98 | | Services Bldg, Williamsport | | | | |
| **Total** | 30 | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Cooperative Learning** | | | | | | | | |
| Central/Northe | 4 | 6/17/98 | 2:00-8:30 | Centre County Vo-Tech | | | Ellen Coffman and Rose Fry | |
| | | 7/8/98 | 2:00-8:30 | | | | | |
| SWPDC | 23 | 10/9/98 | 9:00-4:00 | Washington PA (Location TBA) | | | Sue Snider and Barbara Mooney | |
| | | 11/13/98 | 9:00-4:00 | | | | | |
| NWPDC | 13 | 9/11/98 | 9:00-4:00 | Northwest Tri-County IU Erie Office | | | Sue Snider | |
| | | 10/2/98 | 9:00-4:00 | (lunch included) | | | | |
| **Total** | 40 | | | | | | | |
| **Hands-on Session with the TABE** | | | | | | | | |
| SWPDC | 8 | 9/8/98 | 1:00-4:00 | Somerset AVTS | | | Michelle Joyce | |
| CNEPDC | 12 | 2/18/99 | 9:00-11:00 | CIU-Clearfield | | | Suzanne Webster | |
| NWPDC | 24 | 12/1/98 | 6:00-9:00 | WPALRC(Inservice for Midwestern IU4) | | | Ellen McDevitt | |
| NWPDC | 15 | 2/19/99 | 9:00-12:00 | Northwest Tri County IU-Erie Office | | | Ellen McDevitt | |
| CNEPDC | 16 | 2/25/99 | 9:00-12:00 | Mansfield University | | | Suzanne Webster | |
| PHILPDC | 18 | 4/16/99 | 9:00-11:00 | MCOL | | | Kevin Brady | |
| CNEPDC | 9 | 3/9/99 | 4:00-6:00pm | Williamsport District Service Center | | | Suzanne Webster | |
| CNEPDC | 17 | 4/28/99 | 9:00-3:00 | Luzerne County Community College | | | Susan Finn-Miller | |
| | | | | Nanticoke | | | | |
| SCPDC | 17 | 5/1/99 | 10:00-noon | HACC | | | Lori Forlizzi | |
| | | | | Cooper Center, Room 101 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| SWPDC | 25 | 5/10/99 | | Community Action Southwest Ctr | Sue Evans | |
| SCPDC | 16 | 5/14/99 | | Huntingdon(TBA) | Lori Forlizzi | |
| SWPDC | 9 | 4/16/99 | 9:30-11:30 | Bidwell Training Center | Sue Evans | |
| SWPDC | 26 | 5/10/99 | 9:00-11:00 | Family Action Network Center | Sue Evans | |
| NWPDC | 4 | 5/21/99 | 1:00-3:00 | Adult Literacy Action, Beaver | Ellen McDevitt | |
| Total | 216 | | | | | |
| | | | | | | |
| BEST | | | | | | |
| SEPDC | 16 | 1/22/99 | 9:00-3:00 | Chester County IU | Susan Finn-Miller & Karen Bergey | |
| CNEPDC | 13 | 2/18/99 | 11:00-3:30 | CIU-Clearfield | Laura Beach | |
| NWPDC | 14 | 1/26/99 | 1:00-3:00 | Northwest Tri County IU-Erie Office | Ellen McDevitt | |
| SEPDC | 17 | 1/27/99 | 9:00-3:00 | Northampton Community College | Susan Finn-Miller & Karen Bergey | |
| PHILPDC | 8 | 2/19/99 | 9:00-11:00 | MCOL | Kevin Brady | |
| CNEPDC | 5 | 3/24/99 | 11:30-3:30 | Williamsport District Service Center | Laura Beach | |
| CNEPDC | 17 | 4/28/99 | 9:00-3:00 | Luzerne County Community College Nanticoke | Laura Beach | |
| SEPDC(site sp | 16 | 3/5/99 | 9:00-3:00 | Reading Area Community College | Susan Finn Miller & Karen Bergey | |
| NWPDC | 7 | 5/21/99 | 9:00-12:00 | Adult Literacy Action, Beaver | Ellen McDevitt | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Total** | 113 | | | | | | | |
| | | | | | | | | |
| **ESL Assessment** | | | | | | | | |
| SEPDC | 16 | 1/22/99 | 9:00-3:00 | Chester County IU | | | Susan Finn-Miller & Karen Bergey | |
| SEPDC | 17 | 1/27/99 | 9:00-3:00 | Northampton Community College | | | Susan Finn-Miller & Karen Bergey | |
| NWPDC | 12 | 1/26/99 | 9:00-12:00 | Northwest Tri County IU-Erie Office | | | Ellen McDevitt | |
| PHILPDC | 4 | 2/19/99 | 1:00-4:30 | MCCL | | | Kevin Brady | |
| SEPDC(site sp | 16 | 3/5/99 | 9:00-3:00 | Reading Area Community College (lunch provided) | | | Susan Finn Miller & Karen Bergey | |
| **Total** | 65 | | | | | | | |
| | | | | | | | | |
| **Adults w/Learning Differences** | | | | | | | | |
| SWPDC | 21 | 3/12/99 | 9:00-3:00 | PIC of Westmoreland | | | Sue Evans | |
| NWPDC | 11 | 4/24/99 | 9:00-3:00 | Adult Literacy Lawrence County-New Castle | | | Sue Evans | |
| SEPDC | 23 | 4/16/99 | 10:00-4:00 | Chester County IU, Exton (lunch Provided) | | | Mary Kay Peterson | |
| SCPDC | 18 | 4/9/99 | 9:00-3:00 | HACC Room 103 Arts Bldg | | | Paula Smith | |
| NWPDC | 11 | 3/27/99 | 9:00-2:30 | Community Action, Inc Punxsutawney | | | Sondra Wiggins | |
| NWPDC | 19 | 5/7/99 | 10:00-3:00 | Northwest Tri-County IU, Erie | | | Michelle Joyce | |

| | | | | | | |
|---|---|---|---|---|---|---|
| PHILPDC | 6 | 6/28/99 | 12Noon-5:30 | MSB Building, JFK Blvd, 10th floor | | Justine Hamilton & Terri Arnold |
| SWPDC | 18 | 8/23/99 | | WISC | | Michelle Joyce |
| **Total** | 127 | | | | | |
| **Communicative ESL** | | | | | | |
| NWPDC | 13 | 2/26/99 | 9:30-3:30 | Northwest Tri County IU -Erie Office | | Hedy Miller & Gina Oliphant |
| | | 3/19/99 | 9:30-3:30 | | | |
| SWPDC | 11 | 4/30/99 | 9:00-3:30 | WPALRC | | Hedy Miller & Gina Oliphant |
| | | 5/21/99 | 9:00-3:30 | | | |
| SCPDC | 8 | 3/20/99 | 9:30-4:00 | Catholic Charities | | Sara Plantz & Susan Finn Miller |
| | | 4/10/99 | 9:30-4:00 | (lunch included) | | |
| SEPDC | 21 | 4/9/99 | Chester County IU, Exton | | | Susan Finn Miller & Karen Bergey |
| | | 4/23/99 | (lunch provided) | | | |
| SCPDC | 10 | 5/7/99 | 9:30-4:00 | Franklin County Literacy Council | | Sara Plantz |
| | | 5/21/99 | 9:30-4:00 | Chambersburg | | |
| SEPDC | 10 | 6/12/99 | | La Comunidad Hispana, Kennett Square | | Susan Finn Miller |
| NWPDC | 11 | 5/14/99 | 9:30-3:30 | Chamber of Commerce, New Castle | | Hedy Miller & Gina Oliphant |
| | | 6/11/99 | 9:30-3:30 | | | |
| **Total** | 84 | | | | | |

# Appendix D

## Focus Group Letter and Questions

ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza Building 58 • 6395 SR103 North • Lewistown, PA 17044
(717) 248-4942 • Fax (717) 248-8610

January 20, 1999

Dear Trainers,

This is a reminder that you are invited to attend one or more Training Development and Implementation Focus Groups at the 1999 Adult Education Midwinter Conference in Hershey PA. The sessions will be held **Friday morning, February 5, 1999**. Trainers for the following modules are asked to attend as follows:

**7:45-8:30 a.m.** **Assessment Module** (see Session 55 for room location)

**8:35-9:20 a.m.** **Cooperative Learning** and **Math** (see Session 55 for room #)

**9:30-10:30 a.m.** **Case Management** and **Multi-level ESL** (see Session 64 for room #)

The purpose of the Focus Groups is twofold:

- to gather information to use as rationale for making decisions to keep, change, or add to a module;
- to solicit feedback on the process of training and supporting trainers, i.e., the initial training session and implementation support from the PDC's, lead trainers and project staff.

In preparation for the discussions, please review the module(s) for which you are a trainer and give some thought to the following questions before attending the Focus Groups:

1. Is there any section for which the designated time was too short or too long? Did you have any difficulties with the flow or coherence from section to section?
2. Are the activities appropriate for meeting the objective for each section? Do you have ideas for improving any activity?
3. Is something missing? Should there be an additional objective or an additional topic?
4. Did the Train-the-Trainer workshop give you the foundation you needed? Why/why not? If you were "in our shoes" what would you do differently?
5. In regards to follow-up support, did you get the help you needed? What assistance was particularly helpful? What support do you still need?

Register on the attached form by **Fri. Jan. 29th.** It's important we know how many will attend.

Sincerely,

Dehra Shafer
Training Projects Coordinator

ADELE CRAIG
*Employment/Training Director*
e-mail: atcraig@acsworld.net

CAROL MOLEK
*Adult Education Director*
e-mail: carcarm@acsworld.net

HELEN GUISLER
*Counseling Services Director*
e-mail: atcraig@acsworld.net



BEST COPY AVAILABLE

**Training Development and Implementation Focus *Groups***
**1999 Adult Education Midwinter Conference, Hershey PA.**
**Friday morning, February 5, 1999**

Check the session(s) you plan to attend:

____ **7:45-8:30 a.m.** **Assessment Module**

____ **8:35-9:20 a.m.** **Cooperative Learning**

____ **8:30-9:20 a.m.** ***Math as Problem Solving***

____ **9:30-10:30 a.m.** **Case Management**

____ **9:30-10:30 a.m.** **Multi-level ESL**

Name _____

Agency _____

Street _____

Town, State, Zip _____

Phone _____ Email _____

**By Friday, January 29, 1999**, **fax** (717-248-8610) or **mail** this form to:

Dehra Shafer, TIU AEJTC, MCIDC Plaza, 6395 SR 103 North, Bldg. 58, Lewistown PA 17044

**OR**

**Email** the session(s) you will attend to me at: training@acsworld.net

**Thank you very much for your interest and support. We greatly appreciate the commitment you have made to be a trainer. The feedback you will provide is extremely important in the process of improving the training modules.**